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ABSTRACT

Opinions about what makes an effective middle school were elicited by this study in which 153 principals of exemplary middle schools and 35 national leaders of the middle school movement were queried. Questionnaires asked about the functions and characteristics of middle schools regarding (1) students, (2) teachers, (3) principals, (4) curriculum, and (5) facilities and organization. Data analyses included an examination of frequency of responses across the five categories for each item, examination of the mean item responses, intercorrelation and factor analysis of the items, and investigation of the responses aggregated within the five major areas. In addition to revealing opinions regarding each aspect of the middle school, overall findings indicated general agreement among principals and movement leaders within the five subcategories, although both groups responded within the context of their roles, movement leaders being concerned with promoting effective middle schools and principals being concerned with instructional leadership. In addition, principals and movement leaders did not support the national emphasis on training teachers specifically to work with early adolescents nor did they see the need for utilizing research findings in the classroom. All emphasized basic skills but stressed the need for maintaining a balanced curriculum. (Author/JM)

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# A COMPARISON OF PRINCIPALS' AND NATIONAL LEADERS' PERCEPTIONS TOWARD THE MIDDLE SCHOOL

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A COMPARISON OF PRINCIPALS' AND NATIONAL LEADERS'

PERCEPTIONS TOWARD THE MIDDLE SCHOOL

## Introduction

The National Middle School Study was originated and conducted during the 1977-1978 and 1978-1979 academic school years. The research study consisted of two components: (1) an information survey to collect and describe the workings of middle schools from national leaders, coordinators in State Departments of Education, principals and teachers in exemplary middle schools, and (2) an attitudinal questionnaire to collect information about the perceptions of the national leaders, coordinators and principals indicated above toward certain functions and characteristics of the middle school relating to students, teachers, principals, curriculum and facilities and organization. The principals' and leaders' responses to the attitudinal questionnaire are described in this paper.

## Description of the Study

### Sample

This paper will report the results from the attitudinal study based on 153 principals (63.7%) and 35 national leaders (70.0%) who responded to the study. The respondents represented thirty-seven states.

The sample of national leaders was identified from a review of the literature and convention procedings of professional organizations to determine the prominent leaders of the national middle school movement. In addition, as leaders were sampled about their attitudes they were requested to recommend additional leaders of the middle school movement.

The principal sample was selected from middle schools previously identified as exemplary middle schools by a number of educational authorities including national leaders, State Department of Education coordinators, professional organizations and educational literature. The term, exemplary, implied middle school which were recognized by the previously cited educational authorities as employing successful middle school practice. The authors of this study recognize the limitations and inadequacies of compiling a representative list of exemplary middle schools from the various educational authorities. In some instances, exemplary middle schools may have been omitted from consideration and still others may not have responded to the study.

### Instrument

A questionnaire of 57 Likert items was designed from various educational resources including educational literature, doctoral dissertations, various middle school studies and ERIC searches. The instrument was designed to determine the attitude of middle school principals and leaders toward the functions and characteristics of the middle school with respect to five school components: students (10 items), teachers (13 items), principals (12 items), curriculum (12 items), and facilities and organization (10 items). (See Appendix I). The principals and leaders were asked to indicate whether they

strongly agreed (SA), agreed (A), disagreed (D), or strongly disagreed (SD), with characteristics in the attitudinal statements. The responses were coded as follows: SA = 4, A = 3, D = 2, and SD = 1. Thus, a high score indicated a strong endorsement of a statement while a low score represented a weak endorsement. The principals and leaders were instructed to reflect the actual middle school operations and practices rather than the ideal practices in their responses.

A pilot questionnaire was field tested by professional educators representing middle school principals, teachers and graduate students enrolled in classes in middle school education at the University of South Carolina, College of Education faculty and a State Department of Education coordinator. The professional educators' reactions formed the basis from which the instrument was revised. The revised questionnaire was mailed to 65 national leaders in June, 1977. A follow-up mailing was completed in September, 1977. The same questionnaire was mailed to 240 principals of exemplary middle schools in November, 1977. A follow-up mailing was completed in January, 1978.

## Analysis Procedures

The data analyses were concerned with providing a comprehensive description of the principals' and leaders' responses. The analyses included an examination of the frequency of responses across the five categories for each item, examination of the mean item responses, intercorrelation of the items, factors analysis of items both within and across the five major areas and an investigation of the responses aggregated within the five major areas. Regional differences were also examined.

The primary analysis described in the paper will focus on the mean item responses. The mean item response for each item of each sample was calculated and the items were then rank ordered for each sample within the five subcategories from the item with the highest mean response to the item with the lowest mean response. Within each subcategory the three items with the highest mean responses were operationally defined as receiving strong endorsement. The three items with the lowest mean response were operationally defined as receiving a weak endorsement. It is important to note while three items are operationally defined as having received a weak endorsement this is based on a relative comparison and does not imply a negative endorsement. The top three items will be discussed as the most strongly endorsed statements, the lowest ranking three items will be discussed as receiving a weak endorsement.

## Findings

Before describing the principals' and leaders' responses, it is important to provide a brief description of the measurement properties of the questionnaire. First, the internal consistency reliability was calculated using the Cronback Alph Index of Reliability. The internal responses of the principals indicated: (1) students (.9319), (2) teachers (.9308), (3) principals (.9290), (4) curriculum (.9573), and (5) facilities and organiation (.8625). In contrast the internal responses of leaders indicated: (1) students (.9394), (2) teachers (.9440), (3) principals (.9611), (4) curriculum (.9482), and (5) facilities and organization (.8415). Second, the dimensionality of the five subcategories was examined by means of factor analysis with varimax rotation. The factor analysis reveals strong within scale item homogeneity for both principals and leaders. For the student, principal and curriculum subcategories the factor analysis revealed a single undimensional factor in both groups' responses. The subcategory dealing with the teacher contained thirteen items that loaded on two factors. The major factor contained twelve items and dealt with classroom management and the second factor

contained one item and dealt with teacher responsibilities. For the facilities and organization subcategory there were two factors: the major factor contained nine items which were concerned with general physical facilities and organizational procedures and the second factor contained one item which dealt with organizational practice.

Subcategories

The means for each of the 57 Likert items are shown in Appendix I. For each item in the five subcategories the mean responses were calculated for the principal (MP) and leader (ML) responses.

Within each of the five subcategories the items were rank ordered from the item with the highest mean response to the item with the lowest mean response for principal (PE) and leader (LE) groups. The top three items in each subcategory for each responding group will be separately discussed as receiving a strong endorsement; the lowest ranking three items will be discussed as receiving weak endorsement. The strongest and weakest endorsements for the two groups are shown in Appendix II. A comparison of the similarities and differences between principals' and leaders' responses will be reported.

Student Subcategory

In the student subcategory principals indicated their strongest endorsement on the need for basic skills (MP=3.451). In contrast, leaders gave strongest endorsement to focusing on students learning to learn. (ML=3.200). The second endorsement by principals was on the development of a healthy self-concept (MP=3.405), whereas, leaders stressed the development of healthy self-concept (MT=3.086). The third area of strong endorsement by principals was on encouraging satisfactory personal and social adjustment (MP=3.346), in contrast, to leaders who were equally divided on their third endorsement among fostering satisfactory personal and social adjustment, helping in the formulation of personal values and moral standards and emphasizing basic skills (ML=2.971).

The weak endorsement response items which principals expressed were maximizing the individual's academic development (MP=3.039), encouraging individual initiative and effort directed toward cognitive achievement (MP=3.157), and stressing skills necessary for survival in society (MP=3.176). By comparison leaders were equally divided in their weakest endorsement between maximizing the individual's academic achievement and providing the discipline necessary for student learning (ML=2.714). The third area of weak endorsement was placed by leaders on stressing the skills necessary for survival in society (ML=2.800).

It would appear that specific quantitative statements like those in the preceding paragraph were no longer considered defensible student goals by middle school principals and leaders. Terms such as citizenship and discipline seem to elicit less support than they would have a decade ago. Both responding groups indicated a need for basic skills and a healthy self-concept. From the principals' perspective there appeared to be a need for more personal and social adjustment, whereas, leaders seemed to place more emphasis on students learning to learn. However, both groups' responses were in agreement over the strong endorsements and only disagreed as to the relative strength of the strong endorsements.

Teacher Subcategory

In the teacher subcategory principals indicated that the highest endorsement should be placed on the teacher's willingness to support guidance and

counseling services (MP=3.340), the second endorsement was the teacher's willingness to assume a variety of teaching roles (MP=3.327), and the third was the utilization of team planning and teaching (MP=3.307). Conversely, leaders indicated the primary responsibility of teachers was to assume a variety of teaching roles (ML=2.971). By contrast, the leaders were equally split on second and third endorsements between utilizing a variety of instructional techniques in their teaching and being accountable for student's academic achievement (ML=2.914).

In contrast, principals gave their weakest endorsement to teacher's participation in state and national meetings (MP=2.732) in comparison to leaders who gave their weakest endorsement to the application of research findings to classroom teaching (ML=2.286). The second weak endorsement of principals was placed on the application of research findings in the classroom (MP=2.752) and the third weak endorsement was given to establishment of a climate of student freedom and self-directed learning (MP=2.843). The second and third weak endorsements of leaders were equally divided between teacher's participation in state and national meetings and conferences and the establishment of a climate of student freedom and self directed learning (ML=2.600).

Leaders emphasized a variety of teaching roles as being important in the classroom, whereas, principals stressed the teacher's support for the guidance and counseling services. From the principals' responses toward guidance it was not possible to determine whether the classroom teacher in the middle school should be further trained for the guidance and counseling services. National leaders did not stress the need for guidance. The areas strongly endorsed by only one of the responding groups were the utilization of team planning and teaching (endorsed by principals only) and the provision for being accountable for the student's academic achievement (endorsed only by leaders). It would appear that principals responded to the teacher subcategory from the responsibility of the building principal for instructional evaluation. On the other hand, national leaders based their responses on the evaluation criteria for effective classroom teaching. The failure to encourage attendance at state and national meetings and the application of research findings to the classroom may in part account for why innovations and changes take so long to be implemented into the classroom.

Principal Subcategory

Within the principal subcategory the building principal saw his strongest endorsement as the involvement of staff in solving school problems (MP=3.471). His instructional leadership role was considered as second in importance (MP=3.412). The third strongest endorsement expressed the concern that principals possess previous teaching experience at the middle or junior high school level (MP=3.261). By contrast, national leaders were equally divided on their strongest endorsement between principal's participation in state and national meetings and conferences and the utilization of the staff in solving school problems (ML=2.800). The third strong endorsement was given to having the final decision in the employment of faculty/staff (ML=2.714). In comparison, principals indicated weak endorsement for the utilization of management principles based on systems design (MP=2.536), participation of principals in school board meetings (MP=2.705), and involvement of teachers in the selection of faculty and staff (MP=2.797) as prerequisites to the administration of a successful middle school. Leaders were in agreement with principals on first weak endorsement for the utilization of management principles based on systems design (ML=2.029) and second weak endorsement for participation of principal's in school board meetings

(ML=2.057) and disagreed with principals on third weak endorsement selecting the employment of teachers trained to teach early adolescents (ML=2.371). Leaders see the principal's major leadership role as facilitating the classroom teacher's effectiveness by participation of the principal in state and national meetings and the involvement of the staff in solving the school problems. In contrast, the results of the study indicate that principals were primarily concerned with providing instructional leadership through direct teacher involvement. In addition, leaders went further to suggest that teachers need to have a role in faculty selections. It is interesting to note with the stress placed on team teaching and planning in middle schools one would assume that principals would strongly endorse teachers' participation in staff selection process. However, principals did not support the teacher's participation in staff selection in contrast to leaders who did see teacher's participation as a necessary endorsement.

Curriculum Subcategory

In the curriculum subcategory principals and leaders were in agreement concerning the strongest endorsement, development and refinement of basic skills (MP=3.454) and (ML=2.971). Principals on the second strong endorsement supported depth, breadth and sequence of subject matter (MP=3.307), whereas, leaders endorsed participation in student acivities (ML=2.943). Principals and leaders gave the notion of a balanced curriculum their third endorsement (MP=3.288) and (ML=2.800).

Principals and leaders gave their weakest endorsement to the item dealing with core curriculum (MP=2.582) and (ML=2.143). Principals gave their second weak endorsement to provisions for exploratory programs in career education (MP=2.948), in contrast to leaders who gave their second weak endorsement to the establishment of specific classes for exceptional children (ML=2.200). Principals indicated their third item of weak endorsement was the establishment of specific classes for exceptional children (MP=2.987), whereas, leaders gave their third weakest endorsement to the focusing on competencies as the basis for curriculum design (ML=2.257).

Both responding groups were in close agreement within the curriculum subcategory. Principals and leaders were in agreement concerning their strongest endorsement stressing basic skills. Principals agreed on the sequencing of subject matter. Even with the "Back to the Basics" movement the principals and leaders continued to stress the need for a balanced curriculum. The fact that neither principals nor leaders stressed the expansion of classes for exceptional children would appear to reflect the acceptance of the concept of mainstreaming.

Facilities and Organization Subcategory

In this subcategory principals and leaders were in agreement concerning their highest endorsement, broadening the program to include shops, labs and special enrichment classrooms (MP=3.373) and (ML=2.971). Principals gave their second and third endorsements to individualized instruction (MP=3.183) and team teaching (MP=3.169), whereas, leaders gave their second endorsement to individualized instruction (ML=2.886) and their third endorsement to flexible multi-purpose buildings (ML=2.686).

Principals and leaders were in agreement concerning their weakest endorsement, maintaining the self-contained classroom for grades 5 and 6 (MP=2.092) and (ML=2.257). Principals indicated their second weak endorsement was introducing departmentalization at grades 5 and 6 (MP=2.431),

whereas, leaders gave second weak endorsement to the provision for transition between self-contained and departmentalization (ML=2.286). Principals gave ability grouping their third weakest endorsement (MP=2.732) while leaders were equally divided between the provision for homogeneous grouping and the establishment of flexible modular scheduling (ML=2.314).

In a time of declining enrollments and the "Back to the Basics" movement it would appear difficult to convince the public of the need for additional building space for shops, laboratories and learning centers unless the justification can be linked with improving the basic skills. The mean item responses of the subcategory indicated a greater range of disagreement over the necessary facilities and organization required for a middle school by the two responding groups. Transition, one of the key functions of a middle school, was given weak endorsement by principals and leaders.

## Regional Variation

The thirty-seven states represented in the three samples were divided into seven regions which included New England, Mid-Atlantic, South, Midwest, Southwest, Rocky Mountains and Far West. These were used as independent variables in a one way analysis of variance. The dependent variables were the five subcategory totals. There were no significant differences in any of these analyses in the two samples.

## Conclusions

In summary, the study provides a broad description of the principals' and leaders' perceptions of functions and characteristics of exemplary middle schools in the five subcategories of student, teacher, principal, curriculum and facilities and organization. The major substantive conclusions seem to indicate:

(1) the overall responses of principals' and leaders' attitudes toward the functions and characteristics of the middle school indicated general agreement within the five subcategories.

(2) each group perceived their responses within the context of their respective roles as principal or leader.

(3) leaders responded to the questionnaire from what they believe would promote an effective middle school.

(4) principals responded to the attitudinal questionnaire from the perspective of providing effective instructional leadership in their schools.

(5) principals and leaders did not strongly support the current emphasis at the national level on training teachers specifically for working with early adolescents.

(6) neither principals or leaders saw the need for utilizing educational research findings in the classroom.

(7) principals and leaders emphasized basic skills but at the same time stressed the need for maintaining a balanced curriculum.

(8) Principals (the school practitioners) have one set of perceptions concerning the middle school while leaders (the school theorists) had a slightly different set of perceptions.

In summary the paper offers a comprehensive description of the attitudes of two groups of educators toward the middle school with respect to students, teachers, principals, curriculum and facilities/organization. Several differences were observed when principals were contrasted with national leaders. These differences are described as indicative of a practical versus a theoretical orientation. The study pointed out the need for additional comprehensive empirical descriptions of acceptable practice and theoretical applications which might further foster the middle school concept.

NATIONAL MIDDLE SCHOOL STUDY
APPENDIX I

Appendix I contains a sample of the questionnaire used in the study. For each question the Appendix shows (1) the mean response for national leaders (ML), and (2) mean response for principals (MP).

The study seeks to determine the attitudes of educators toward certain functions and characteristics of middle schools. You will be asked to respond to statements concerning students, teachers, principals, curriculum, and organization. Your responses should reflect your attitudes toward middle schools as they actually operate not as they ought to operate. Responses to the questionnaire will be completely confidential.

## The Student

| ML | MP | For the student, the middle school . . . |
|---|---|---|
| 3.200 | 3.294 | Focuses on students learning to learn |
| 2.971 | 3.261 | Helps in the formulation of personal values and moral standards |
| 2.971 | 3.345 | Fosters satisfactory personal and social adjustment |
| 3.086 | 3.405 | Fosters the development of a healthy self-concept |
| 2.714 | 3.288 | Provides the discipline necessary for student learning |
| 2.914 | 3.157 | Encourages individual initiative and effort directed toward cognitive achievement |
| 2.800 | 3.176 | Stresses the skills necessary for survival in society |
| 2.971 | 3.451 | Emphasizes reading, writing, and arithmetic skills as basic to individual development |
| 2.714 | 3.183 | Maximizes the individual's academic development |
| 2.857 | 3.039 | Provides learning experiences directed toward the development of a good citizen |

## The Teacher

| ML | MP | The middle school teacher . . . |
|---|---|---|
| 2.771 | 3.248 | Establishes a creative learning environment for early adolescents |
| 2.857 | 3.340 | Supports the guidance and counseling services |
| 2.886 | 3.194 | Implements variable groups--large/small, multiage, alternative, etc. |
| 2.800 | 3.307 | Utilizes team planning and team teaching |
| 2.600 | 2.843 | Establishes a climate of student freedom and self-directed learning |
| 2.914 | 3.143 | Provides for, insists upon, and is accountable for student academic achievement |
| 2.971 | 3.327 | Assumes a variety of teaching roles--facilitator, manager |
| 2.914 | 3.261 | Utilizes a variety of instructional techniques--peer teaching, simulations and games, inquiry, etc. |
| 2.714 | 3.294 | Communicates effectively to parents concerning the child's performance in the school program. |
| 2.600 | 2.732 | Participates in state and national meetings and conferences |
| 2.286 | 2.752 | Applies the findings of educational research to classroom teaching |
| 2.800 | 3.209 | Works to design learning activities and strategies to meet the diverse learning styles of the students |
| 2.800 | 3.026 | Establishes a climate of classroom discipline and teacher-directed learning |

NATIONAL MIDDLE SCHOOL STUDY
APPENDIX II

Appendix II indicates the three strongest endorsed items (lowest numbers) and the three weakest endorsements (highest number) for national leader's endorsements (LE), and principal's endorsements (PE).

The study seeks to determine the attitudes of educators toward certain characteristics and functions of middle schools. You will be asked to respond to statements concerning students, teachers, principals, curriculum and organization. Your response should reflect your attitudes toward middle school as they actually operate not as they ought to operate. Responses to the questionnaire will be completely confidential.

## The Student

| LE | PE | For the student, the middle school . . . |
|---|---|---|
| 1 | | Focuses on students learning to learn |
| 3 | | Helps in the formulation of personal values and moral standards |
| 3 | | Fosters satisfactory personal and social adjustment |
| 2 | | Fosters the development of a healthy self-concept |
| 9.5 | | Provides the discipline necessary for student learning |
| | 10 | Encourages individual initiative and effort directed toward cognitive achievement |
| 8 | 9 | Stresses the skills necessary for survival in society |
| 3 | 1 | Emphasizes reading, writing, and arithmetic skills as basic to individual development |
| 9.5 | 8 | Maximizes the individual's academic development |
| | | Provides learning experience directed toward the development of a good citizen |

## The Teacher

| LE | PE | The middle school teacher . . . |
|---|---|---|
| | | Establishes a creative learning environment for early adolescents |
| | 1 | Supports the guidance and counseling services |
| | | Implements variable groups--large/small, multiage, alternative, etc. |
| | 3 | Utilizes team planning and team teaching |
| 11.5 | 11 | Establishes a climate of student freedom and self-directed learning |
| 2.5 | | Provides for, insists upon, and is accountable for student academic achievement |
| 1 | 2 | Assumes a variety of teaching roles--facilitator, manager, resource, etc. |
| 2.5 | | Utlizes a variety of instructional techniques--peer teaching, simulations and games, inquiry, etc. |
| | | Communicates effectively to parents concerning the child's performance in the school program |
| 11.5 | 13 | Participates in state and national meetings and conferences |
| 13 | 12 | Applies the findings of educational research to classroom teaching |
| | | Works to design learning activities and strategies to meet the diverse learning styles of the students |
| | | Establishes a climate of classroom discipline and teacher-directed learning |

## The Principal

| ML | MP | The middle school principal . . . |
|---|---|---|
| 2.037 | 2.705 | Participates in school board decision making processes |
| 2.029 | 2.536 | Utilizes management principles based on systems design |
| 2.686 | 3.412 | Provides instructional leadership in middle school programs |
| 2.371 | 3.052 | Employs teachers trained in teaching early adolescents |
| 2.657 | 3.261 | Possesses previous teaching experience in middle or junior high schools |
| 2.543 | 3.120 | Develops and controls the budget for his school |
| 2.600 | 3.092 | Provides a system for parent input on a regular basis |
| 2.714 | 3.118 | Employs or has the final decision in the employment of faculty/staff |
| 2.457 | 2.797 | Involves teachers in the selection of faculty/staff |
| 2.800 | 3.227 | Participates in state and national meetings and conferences |
| 2.200 | 3.084 | Applies the findings of educational research to school administration |
| 2.800 | 3.471 | Utilizes staff in solving school problems |

## The Curriculum

| ML | MP | The middle school curriculum . . . |
|---|---|---|
| 2.486 | 3.307 | Requires depth, breadth and sequence in subject matter |
| 2.971 | 3.454 | Continues the development and refinement of basic skills |
| 2.257 | 3.013 | Focuses on competencies as the basis for curriculum design |
| 2.800 | 3.288 | Encourages a proportional balance between subject matter and exploration in elective areas, the fine arts and career education |
| 2.400 | 3.203 | Provides for varied and continuous progress in subject matter |
| 2.200 | 2.987 | Establishes specific classes for all types of exceptional children |
| 2.829 | 3.163 | Considers both child-centered and subject-centered concerns in a balanced curriculum |
| 2.943 | 3.131 | Encourages participation in activities—clubs, student government, dramatics, recreation, etc. |
| 2.629 | 3.013 | Focuses on humanistic concerns as the basis for curriculum desig |
| 2.686 | 3.000 | Provides for mastery achievement in skills and concepts |
| 2.714 | 2.948 | Provides for exploration and training in career education |
| 2.143 | 2.582 | Focses on the core curriculum concept as the basis for curriculu design |

## Facilities and Organization

| ML | MP | Regarding facilities and organization, the middle school . . . |
|---|---|---|
| 2.314 | 2.732 | Provides for homogeneous or ability grouping |
| 2.543 | 3.169 | Provides for team teaching |
| 2.314 | 2.856 | Establishes flexible/modular scheduling |
| 2.257 | 2.092 | Maintains the self-contained classroom for grades 5 and/or 6 |
| 2.286 | 3.007 | Provides for transition between the self-contained classroom and departmentalization |
| 2.371 | 2.431 | Introduces departmentalization at grades 5 and/or 6 |
| 2.371 | 2.856 | Fosters alternative school programs to meet the needs of student |
| 2.856 | 3.183 | Encourages developments in individualized instruction, independent study, learning centers, and the like |
| 2.686 | 2.948 | Requires a building permitting flexible, multi-purpose utilizati |
| 2.971 | 3.373 | Broadens the program to include shops, labs, and special enrichment classrooms |

## The Principal

| LE | PE | The middle school principal . . . |
|---|---|---|
| 11 | 11 | Participates in school board decision making processes |
| 12 | 12 | Utilizes management principles based on systems design |
| | 2 | Provides instructional leadership in middle school programs |
| 10 | | Employs teachers trained in teaching early adolescents |
| | 3 | Possesses previous teaching experience in middle or junior high schools |
| | | Develops and controls the budget for his school |
| | | Provides a system for parent input on a regular basis |
| 3 | | Employs or has the final decision in the employment of faculty/staff |
| | 10 | Involves teachers in the selection of faculty/staff |
| 1.5 | | Participates in state and national meetings and conferences |
| | | Applies the findings of educational research to school administration |
| 1.5 | 1 | Utilizes staff in solving school problems |

## The Curriculum

| LE | PE | The middle school curriculum . . . |
|---|---|---|
| | 2 | Requires depth, breadth and sequence in subject matter |
| 1 | 1 | Continues the development and refinement of basic skills |
| 10 | | Focuses on competencies as the basis for curriculum design |
| 3 | 3 | Encourages a proportional balance between subject matter and exploration in elective areas, the fine arts, and career education |
| | | Provides for varied and continuous progress in subject matter |
| 11 | 10 | Establishes specific classes for all types of exceptional children |
| | | Considers both child-centered and subject-centered concerns in a balanced curriculum |
| 2 | | Encourages participation in activities--clubs, student government, dramatics, recreation, etc. |
| | | Focuses on humanistic concerns as the basis for curriculum design |
| | | Provides for mastery achievement in skills and concepts |
| | 11 | Provides for exploration and training in career education |
| 12 | 12 | Focuses on the core curriculum concept as the basis for curriculum design |

## Facilities and Organization

| LE | PE | Regarding facilities and organization, the middle school . . . |
|---|---|---|
| 7.5 | 8 | Provides for homogeneous or ability grouping |
| | 3 | Provides for team teaching |
| 7.5 | | Establishes flexible/modular scheduling |
| 10 | 10 | Maintains the self-contained classroom for grades 5 and/or 6 |
| 9 | | Provides for transition between the self-contained classroom and departmentalization |
| | 9 | Introduces departmentalization at grades 5 and/or 6 |
| | | Fosters alternative school programs to meet the needs of students |
| 2 | 2 | Encourages developments in individualized instruction, independent study, learning centers, and the like |
| 3 | | Requires a building permitting flexible, multi-purpose utilization |
| 1 | 1 | Broadens the program to include shops, labs, and special enrichment classrooms |